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An Application
for the
Benjamin Franklin
Classical Charter School

GOVERNMENT DOCUMENTS
COLLECTION

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Submitted by a group of parents
Franklin, Massachusetts

February 14, 1994

APPLICATION FOR THE BENJAMIN FRANKLIN CLASSICAL CHARTER SCHOOL

Submitted By: a founding coalition of ten parents from Franklin, Massachusetts

I Mission Statement: The following mission statement has been adopted by the Benjamin Franklin Classical Charter School: To assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character development.

II School Objectives:

There exists a body of knowledge of proved, lasting significance, assumed in public discourse and known by a broad majority of literate Americans. The proponents of the Benjamin Franklin Classical Charter School call this "classical" knowledge. We assert that this core of shared knowledge in elementary grades is necessary for excellence in schooling, as proved by achievement in Sweden, France and Japan, where a specific core of knowledge is taught in each of the first six grades. A shared background knowledge makes schooling more effective, because teachers are able to build on a common foundation. It is our objective to allow our students mastery of this classical knowledge through academic experience in our school. We will be providing our students with a carefully planned, thematically-integrated curriculum in which each year builds on the previous and in turn provides the foundation for the year to come.

In fulfillment of our statement above, academic objectives of the Benjamin Franklin Classical Charter School are to pass on to our children a core of classical knowledge that will allow them to accumulate an historical sense of the world in which they live.

Detail about academic goals is explored below in responses to XA and XB, through our submission of the Core Knowledge Curriculum.

To answer the question about the Benjamin Franklin Classical Charter School's non-academic goals, it is necessary to provide some background for our character building program. According to the Pulitzer Prize winning biography of Benjamin Franklin written by Carl Van Doren, Franklin attested that "without virtue, man can have no happiness in this world." Accordingly, Franklin composed a scheme of virtues: temperance, silence, order, resolution, frugality, industry, sincerity, justice, moderation, cleanliness, tranquility, chastity, and humility.

"I made a little book, in which I allotted a page for each of the virtues...I determined to give a week's strict attention to each of the virtues successively...And like him who having a garden to weed, does not attempt to eradicate all the bad herbs at once, but works on one of the beds at a time...I hoped [to see] in my pages the progress I made."

We believe that there are still traits of character that are universally acclaimed and admired. It is our contention that these traits of character can be fostered within the school so that children learn to develop habits that will keep them strong and safe and able to mature into responsible adults who can make a positive contribution to society.

With this introduction, proponents of the Benjamin Franklin Classical Charter School intend the following non-academic goals:

- To offer the student and their families a thematic character-building program designed after the program implemented by Franklin. Students, faculty and families will focus on a virtue for a two- to four-week period. The virtue will be defined and examples of its practice will be presented. Wherever possible, faculty will integrate the virtue into the classroom by offering models drawn from literature and history. Example of this would be studying a biography of Helen Keller during the time period when the students are considering the virtues of bravery and perseverance; or for example, when studying the Greek myth about Icarus and Daedalus, students may be considering the virtues of humility and obedience. Family discussion of each virtue will be encouraged and facilitated.

In addition, each student will participate in a faculty/student advisory program. During periodic meetings with advisors, students will be encouraged to identify and build on personal strengths, and to set small, attainable goals to overcome personal weaknesses. Advisors will also act as a liaison between parents and teachers, and parents and Dean.

- To encourage children to view their studies as their present professional work and to give their studies priority.
- To develop strong self-esteem by encouraging students to build on strengths and overcome weakness, specifically through service to the community. We believe that service to the community is one of the best ways to engage youthful energy, because accomplishing something in the real world gives children an opportunity to take themselves and their endeavors seriously. By making a real contribution, children recognize that they are persons, capable of positively affecting other people, their local environment, and the world. This community involvement will be the focus of the Benjamin Franklin Classical Charter School self-esteem program. Details about the community service program are listed below.

In response to the question, “what type of community environment” will be fostered at the Benjamin Franklin Classical Charter School, the proponents respond:

Within the specific community of the school we will create an atmosphere in which students can act with assurance in expressing their unique personalities, while respecting the diversity of others.

We will build this community by highlighting universal virtues within the context of the daily school life. For example, integrity, responsibility, moral literacy, maturity, determination, effort, confidence, sound judgement, toughness, self-control, loyalty, and self-reliance are universally acclaimed character traits that contribute to self-esteem. Our community will include special programs to form habitual strengths of character.

Our community will be manifested by the children's "safety" in terms of living their own personality, learning techniques to avoid cliques and negative peer pressure.

A hallmark of our community will be parental involvement, from the beginning of the admissions process. Teachers will communicate with parents directly or through students' advisors on a regular basis to advise parents of the students' progress, strengths/weaknesses and areas of expressed interest. Parents will be involved with remediation when deemed necessary.

Being "in service to the community" will be a characteristic of students at the Benjamin Franklin Classical Charter School. Self-esteem building is at the core of community service. On-going community service projects such as:

- visiting on a regular basis Franklin Health Care, a senior living center and nursing facility, in order to read to and entertain the elderly residents;
- putting on performing arts events for the community;
- donating time to environmental clean-ups and recycling centers;
- volunteering at the Franklin Public Library;
- assisting at the annual toy and clothing drive to benefit local area shelters and food pantries;

will foster the school's relationship with the larger community and develop the personal responsibility and integrity that will be the characteristic of students in our school. "In service to the community" is a win-win situation: for children to accomplish something tangible in the real world contributes to their self-esteem; and the school cements its relationship with professionals and adults in the community by arranging for the children to perform worthwhile service.

III Statement of Need:

To defend a statement of need, the proponents of Benjamin Franklin Classical Charter School submit the following:

“Each year 32 million children will be taught by more than 1.6 million teachers in 81,000 American schools. What takes place in these classrooms will determine the future of American learning. Our system of education is like a pyramid. Each level . . . depends for the fulfillment of its aims and expectations on earlier student preparation and achievement. Failure at any one level will diminish possibilities for the next. And failure at the foundation—failure by any significant number of elementary schools to teach well, failure by any significant number of elementary school students to learn what they should—will diminish the whole.

“Today, despite recent advances, the absolute level of American elementary school achievement is still too low. A series of careful national assessments suggests that our children have a still insufficient command of basic subjects: reading and writing, mathematics and science, history and foreign language, music and art. International comparisons confirm these conclusions. In several important academic disciplines, American elementary school students lag well behind their foreign counterparts. According to pioneering research by Jeanne Chall and other scholars of education, the problem becomes particularly acute around 4th grade, when the basic skills covered in earlier years must for the first time be applied to the study of more complex knowledge and ideas. This “4th grade slump” as Professor Chall has dubbed it, hits our disadvantaged students with greatest force. But no group of American children is entirely immune, and by the time they finish 8th grade, too many of our students are ill-prepared for the kind of high school education we want them to have.

“It’s not their fault, of course. Children learn what adults choose to teach them. If we are dissatisfied with what our students know, then we must improve the quality of instruction in our schools. And before we can do that, we must once again commit ourselves to solid content as a first principle of the elementary curriculum.

“That learning is necessarily incremental and cumulative does not mean that it must be painful or unwanted. Quite the opposite, in fact. Education has a powerful ally in human nature. Any parent can confirm that young children have a healthy appetite for facts and information, even about subjects that may not become fully meaningful to them until much later in their lives. Most families do their best to satisfy part of this appetite at home, and most want and expect their elementary schools to help out. But many parents it seems are now unhappy with the help they’re getting. By a two-to-one margin in the 1987 Gallup education poll, Americans all across the country said that our elementary schools pay insufficient attention to instruction in basic knowledge.

“Opinions like these are not to be taken lightly. Determining goals for elementary curricula is not an esoteric or scientific pursuit for experts only, and parents need not be sophisticated in the language and literature of school research to tell good education from bad. When it comes to their children, it is American parents who have the strongest, sharpest, and truest motives for concern. If they want our schools to teach their children more and better content—fundamental skills, facts, and ideas—they should be listened to.

“Too frequently these days they are instead ignored. Received educational wisdom often stands opposed to common sense; today, unfortunately, much of it also stands opposed to content. In the professional schools that train our teachers and develop our curricula, it is still possible—more than a decade after the nation’s disastrous educational experiments of the 1960’s and 1970’s—to see content-rich elementary study derided as “rote” learning, to be told that children may be taught “higher-order thinking skills” without reference to specific knowledge, or to hear that the “mere facts” of traditional school subjects are unimportant to early instruction in more relevant general “understandings.”

“These superstitions and prejudices still find their way into our children’s elementary school classrooms—in English programs that spurn serious literature in favor of bland basal readers and skill-workbooks; in social studies teaching that neglects history and geography to concentrate on mundane details of everyday life; in mathematics instruction that, however dressed up with fancy new strategies and slogans, is nevertheless restricted to years of repetitive, rudimentary arithmetic; in science lessons without scientific method; in art and music, “experiences” which rarely extend beyond undisciplined appeals to feelings and emotions; and in foreign language education that hardly exists at all. It sometimes seems that such curricula are constructed on the assumption that it doesn’t really matter what young children study so long as it is frivolous, unchallenging and easily accessible.

“The genius of modern American education has been its application of discoveries about the rhythms and patterns of childhood intellectual development to a system of mass and democratic schooling. These discoveries are real, and they are valuable. Today we know more about the process of learning than we ever have before. While we teach, we try to encourage our children to be inventive, flexible and creative. We try to mobilize their interests, to accommodate our instruction to their individual needs, and to develop in them the capacity for self-expression and independent study.

“Information about the process of teaching and learning can reveal a lot about our educational goals—what their limits might be and how we might best approach them. But it cannot determine those goals on its own; it has little to say about what our elementary school students should know. That much is up to us.”

William J. Bennet, former U.S. Secretary of Education

It is our contention that there is a need for the Benjamin Franklin Classical Charter School which will use the Core Knowledge Sequence to redress the need for basic content in elementary education. Further and apart from the academic suitability, the development of self-esteem is a critical need in today’s environment and it will be fostered by our school through community involvement and personal achievement. Universally respected, acclaimed character traits will be fostered and developed in this charter school so that children will have a basis from which to reject the appalling social conditions that characterize our times and can feel personally responsible and able to combat the problems around them.

In Colorado where the charter school legislation has been introduced, proponents of the Core Knowledge Sequence have been issued recently a charter, and they show evidence of tremendous success. We in Massachusetts have the opportunity to benefit from their experience and pioneer the same effort in our state. Although a Core Knowledge sequence can be included in an existing public school curriculum, a Charter School provides a unique management opportunity for an innovative trial of the Core Knowledge Sequence.

IV School Demographics:

The Southwest area of Greater Boston is experiencing dramatic population growth in general and an upsurge in elementary and secondary school age students in particular. In a more narrow focus, the town of Franklin is the single fastest growing town in the state of Massachusetts. (See "Franklin Tops the State in Building Permits" in the *Country Gazette* newspaper attached.) In fact, evidence would support the establishment of two Charter Schools in the town. Attached to this application are newspaper accounts from *The Boston Globe* and the *Country Gazette* and a copy of the public school publication "Live Wire," all of which highlight the extent of growth in the region.

Further, the town of Franklin has acknowledged that a crisis exists in providing for this burgeoning school-age population. A Classroom Needs Committee has been working for the past year to resolve the shortage of classroom space. That committee has published a compendium of statistics that document the expected population growth, the lack of suitable sites within the current Public School system, the growing concern of residents for a quality education, and the need to address this problem in the very near future.

The members of the founding coalition look upon these demographic realities as opportunities for innovation rather than as obstacles to progress. As citizens of Franklin, we are concerned not only for the academic welfare of our children, but also for the overall welfare of our community. We believe that the Benjamin Franklin Classical Charter School offers parents the ability to contribute to the development of the town and to exercise civic responsibility. This commitment to civic responsibility is also at the heart of the school's mission.

Given the pending growth in the school age population, the founding coalition is confident the Benjamin Franklin Classical Charter School would attract at least thirty students in each grade. The proposed budget and curriculum is structured to accommodate 15 students in a classroom. Accordingly in the first year of the school's existence, total enrollment would be 270 students in grades K through 8.

We believe that in subsequent years demand for the core curriculum will increase. However, it is our intention to limit classroom size to under 20 students at all times.

V Recruiting and Marketing Plan:

To attract applicants we will advertise in

- a local newspaper (*The Country Gazette*);
- *West Weekly*, a publication of *The Boston Sunday Globe* that reaches the west suburban households;
- bulletin publishing;
- community handbills.

Additionally, we will utilize local cable channels to broadcast a videotape about the core curriculum used in the Benjamin Franklin Classical Charter School; and we will seek airtime on the Dean Jr. College radio station.

Our plan for specific outreach also includes public meetings and community forums at area libraries. The Benjamin Franklin Classical Charter School will provide mini-courses in a summer program for potential students, developed from the core knowledge sequence. This exposure will increase our visibility in the local area.

VI Admissions Policy:

The proponents of the Benjamin Franklin Classical Charter School describe admission methods and standards to select students as follows: All applications will be reviewed and each applicant will be interviewed with his/her parent(s). In that interview we will explain our mission to the prospective family to determine if its philosophy of education matches that of the charter school. There will be no admissions test. However, it is crucial that the parents of our students welcome their responsibility to share in the education of their children in many phases, including remediation when deemed appropriate. Because of the proven, positive correlation between parental involvement and student success, parents will be required to volunteer in some capacity within a time frame that is sensitive to the needs of parents working in the paid labor force. The parental volunteer program will consist of parents coming into the school on a scheduled basis, to do dramatic reading and/or to share a career or hobby experience important to them. Because parents would come in on a regular basis, faculty advisors would use the time to meet with their advisees.

In replying to how these policies further the mission of the charter school in non-discriminatory fashion, we say: Since the parents will share in the implementation of the plan, it is imperative that parents attend the initial interview. Children, their parents, and their learning cannot be separated; and scores of evaluations have shown that students are most interested in educa-

tion when their parents express an interest in it. Because our school will be visible in the community, parents and students need to understand from the beginning what is expected of them. Because we will encourage prospective students from all over Metro West to apply to the charter school, we hope to find a diverse group of people who has as a common interest the excellence of profound education as communicated in a core curriculum.

VII Profile of Founding Coalition:

The group of people seeking to establish this charter school is primarily made up of parents to whom issues of self-esteem, character-building and academic depth are important. Specific biographical information is an attachment to this application. The founding coalition is going to elect a Board of Directors, and the Board of Directors will run the school. When a member of the Board drops out, it will be up to the remaining board members and the involved members of founding coalition to elect a new member of the board.

The group of parents came together because of a universal belief that public education could be enhanced by providing programs with academic depth that include plans for character building, and activities that foster and satisfy inquisitive minds. From informal conversations among parents at various events, especially when in attendance at public school meetings and community activities and in our homes, the group decided to move forward with a formal application when the media began to explain the education reform act and the concept of charter school formation.

The founding group has plans for further recruitment of organizers through public forums about the intent to start a charter school. Further, we will continue to solidify our ties with community leaders as well as those in charge of areas in which our students will have contact. For example, we hope to establish a cooperative arrangement with the local School of Performing Arts and the local Audubon chapter and establish ties with those places referenced above where our children can contribute tangibly.

VIII Timetable:

A timetable of events leading up to opening is:

- Submission of application by February 14
- Receipt of permission to found a charter school by March 15
- Site selection by end of May
- Personnel Interviews from March 20 to May 30
- Hiring of Dean by June 1
- Hiring of other Personnel by June 15
- Ordering of books and materials and building supplies by September 1
- Summer workshops and planning session ongoing throughout the summer months
- Negotiation to secure lunch and transportation contracts by September 1

The feasibility of opening doors this fall is demonstrated by our timetable above, site selection being a major consideration.

APPLICATION FOR THE BENJAMIN FRANKLIN CLASSICAL CHARTER SCHOOL PART II

IX Evidence of Support:

Letters of support are an attachment to this application.

X Educational Program:

In describing the educational program of the Benjamin Franklin Classical Charter School, the proponents submit the Core Knowledge Sequence, attached as a separate document.

A variety of thoughtful, engaging teaching methods will be employed at the Benjamin Franklin Classical Charter School, including for example, collaborative learning, writing process workshops, hands-on projects, plays, interdisciplinary and theme-based units, seminars and cooperative education.

Teachers will address student questions in a timely and appropriate manner. Many spontaneous questions in elementary grades are prompted by children's natural curiosity about the working of the world. All teachers will be encouraged to develop their knowledge of the principles and laws governing the natural sciences.

Our school hours of operation and calendar will follow the existing public school hours and calendar currently used in the area.

XI The Benjamin Franklin Classical Charter School exists to fulfill students' educational needs. The public cry for better educated children required increased pupil performance standards. Our proposed plan to assess student performance relies on Benjamin Franklin Classical Charter School teachers' assessing their students' knowledge in a variety of ways, combining traditional instruments (e.g., paper-and-pencil tests, reports, quizzes) with other forms of assessment, including portfolios, performances, and collaborative projects.

The Benjamin Franklin Classical Charter School students will be required to take one or more standardized tests currently used by existing public schools. The goal of performance of Benjamin Franklin Classical Charter School students will be attainment levels 10% higher than those in the same grades in traditional public schools.

Our plan for remediation of underperforming students begins with a review of attainment levels by the instructional staff on a regular basis. The lead teacher for each grade level will originate

tests based on the core knowledge sequence. Attainment may be demonstrated by oral examination, video production, computer work, written examinations, writing samples, artistic renderings, or any combination of these examples. There is no standardized test of Core Knowledge content, though some schools have developed cumulative tests of Core Knowledge in order to diagnose (rather than evaluate) their students' knowledge, and to help those students who may have particular gaps or weaknesses. In general, teachers in Core Knowledge schools assess their students' knowledge in a variety of ways, combining traditional instruments with other forms of assessment, including portfolios, performances, and collaborative projects. If a student is having difficulty meeting attainment, a plan will be devised to provide that student with additional instructional time via tutors, parental volunteers, aids, labs, after-school or at-home work, or any combination of the above as determined by the Lead Teacher.

Communication with parents who will help with the remediation is crucial and in line with the Benjamin Franklin Classical Charter School's mission statement and admission requirements. Parents will be asked to help with remediation; they will also be kept informed about superior performance and encouraged to provide additional challenges through local resources including the public library.

Development of skills will be measured through diagnostic tests, classroom presentations, and teacher evaluations. The goal of the Benjamin Franklin Classical Charter School is to have all children exposed to the Core Knowledge sequence, but the presentation to demonstrate exposure can differ to accommodate different learning styles. Some of these presentations are listed in response XIB. Because the Lead Teachers will be providing attainment levels, skill levels will be measured in a very timely fashion.

XII The methods of self-assessment that will be used to ensure that the school is meeting its stated missions and objectives will be evaluations on a periodic basis through self assessment involving parents, student leaders, teachers, administrators and the board. We will review our mission statement and our daily plan to achieve that mission; we will determine if our daily curriculum contributes to the achievement of our mission.

Regular dialogue with parents is built into the Benjamin Franklin Classical Charter School through the Faculty/Student Advisor program. Within this program, every student has an advisor from the faculty with whom the student meets on a monthly basis for both academic assessment and to set personal, attainable goals in keeping with the character building goal of the Benjamin Franklin Classical Charter School. Advisors will be the persons who communicate to parents the results of the attainment evaluation, and who establish a routine of remediation that involves parents. Parents will be able to keep up with what is going on at school through the advisors. Because parents will be an intrinsic part of the education conducted at the Benjamin Franklin Classical Charter School, there will be ongoing, two-way communication.

Additionally, a Benjamin Franklin Classical Charter School accountability committee will be established that will utilize input from parents, the community, students, teachers, and others as deemed appropriate. This committee process is a separate document attached to the application.

XIII Teaching and administrative staff will be selected through matches with job descriptions, following:

Dean

Job Description

The Dean will be responsible for all day-to-day decision making, financial transactions, purchase orders, documentation, testing, and information requests from the state. The Dean will be responsible for personnel scheduling, substitute teachers and aides, transportation arrangements, and other administrative functions as required by the School program. The Dean will delegate administrative work as appropriate. This is a full-time position.

Job Requirements

The position requires two or more years administrative experience managing a small staff, budget responsibility and planning the annual allocation of monies in the \$250,000 to \$500,000 range, experience with the education community and government contracting. Experience with developing curriculum, the core knowledge concept, Charter School legislation and public relations experience in the public sector are also required.

Lead Teachers (3 positions)

Job Description

Lead Teachers will be responsible for implementing the curriculum, coordinating work loads with assistant instructors, maintaining current attainment level information, planning programs and providing materials for those not meeting the level of attainment and those performing beyond the level of attainment, keeping accurate and concise records, maintaining work portfolios, establishing personal classroom procedures, ordering teaching materials, adjusting students in various subjects, serving as advisors, requesting parent volunteers and reporting all educational-related activities to the Dean. All Lead Teachers will be required to report to the classroom no later than 8:00 AM and be available on campus until 5:00 PM. Occasionally, after hours work may be required. Lead Teachers will be required also to assist with extra-curricular programs on a rotating basis.

Job Requirements

All Lead Teachers must have at least a Bachelor's degree from an accredited college or university in any discipline, experience in classroom education, and a strong desire to work with an innovative educational program; they must possess the ability to work cooperatively with others.

Assistant Instructors (3 positions)

Job Description

Assistant Instructors will be responsible for implementing curriculum, coordinating with Lead Teachers for their work loads, attaining current attainment level information, reporting attainment levels below minimum or early attainment levels to the Lead Teacher, keeping accurate and concise records, assisting in maintaining work portfolios and following established classroom procedures. The assistant instructor may request teaching materials from the lead Teacher, report all educational-related activities to the Lead Teacher and request the assistance of parent volunteers. All Assistant Instructors will be required to report to work no later than 8:30 AM and be available on campus until 4:30 PM as a normal work schedule. Occasional after hours work may be required, as may be extra-curricular work.

Job Requirements

All Assistant Instructors must have a Bachelor's Degree in any discipline, prior experience in a classroom, and a strong desire to work with an innovative educational program. They must be able to work cooperatively with others.

Physical Education Teacher

Job Description

The PE Teacher will develop the PE curriculum, implement the PE curriculum, establish PE test methods and procedures and report the same to the Dean. The PE teacher will establish needed materials and equipment for physical education and the playground areas, request materials and equipment for PE and the playground areas, establish safety guidelines for indoor and outdoor activities and use of the playground equipment, establish rules for use of the activity fields, monitor the condition and report irregularities of the playing fields, establish a schedule for indoor activities, request transportation for PE activities off-site if needed, request parent volunteers as needed, organize parent volunteers, and monitor use of equipment. The PE teacher will report all PE-related tests, concerns, needs, etc. directly to the Dean. This position is scheduled at 12 hours per week.

Job Requirements

The PE Teacher must have a Bachelor's Degree in physical education, or a related degree, prior coaching and/or teaching experience with elementary school aged children, experience with First Aide and CPR, and a strong desire to work with an innovative educational program; (s)he must possess the ability to work with others and manage a program independently. The PE teacher must be able to perform physically all job functions safely and correctly.

Classroom Aides (3 positions)

Job Description

Classroom Aides will be responsible for implementing curriculum, coordinating with Lead Teachers for their work loads, reporting attainment levels below minimum or early attainment to the Lead Teacher, keeping accurate and concise records and assisting in maintaining work

portfolios. The aide will follow established classroom procedures, request teaching materials from the Lead Teacher, and report all educational-related activities to the Lead Teacher. Aides will perform lunchtime and playground recess supervision. All Classroom Aides will be required to report to work by 8:30 AM and be available on campus until 3:30 PM as a normal work schedule. Occasionally after hours work may be required. This position will be paid hourly.

Job Requirements

All Classroom Aides are expected to be recruited from the Early Childhood Education program at Dean Jr. College. As such, they will be matriculating students in their second year of study and will be selected based on grade point average, enthusiasm, teacher recommendation, and ability to work cooperatively.

Tutor

Job Description

This position is an hourly part-time job (20 hours per week) involving working with children one-on-one or in small groups in all disciplines. The Tutor will take his/her work schedule from the Dean, but will report to each Lead Teacher responsible for the individual child or groups of children receiving tutoring as to progress or need for additional assistance. The tutor may be required to work with parent volunteers or may request parent volunteers from the appropriate Lead Teacher if needed.

Job Requirements

This job is ideal for a retired person or parent with experience teaching or tutoring who would like to assist children on a one-on-one basis or in small groups. The tutor must have knowledge of a variety of subjects, possess a 4 year degree in any discipline, or have prior experience in tutoring. The applicant will work a flexible work schedule.

Clerical Aide (part time)

Job Description

The Clerical Aide will report directly to the Dean, and will be responsible for answering the phone, calling parents when a child becomes ill, filing, typing and light receptionist-type duties. The Clerical Aide may be required to type or copy as a support function to the teaching staff as well. The Aide may also work in the classroom, assist at playground or otherwise support day-to-day operations, run errands, phone parent volunteers, etc. This is an hourly position, 8:30 to 3:45, with 1 hour and 15 minutes for lunch and personal time, for a total of 30 hours per week.

Job Requirements

The Clerical Aide must be able to type a minimum of 60 wpm accurately, be computer literate, have general office skills, prior experience working with children, the ability to work independently and a strong desire to work with an innovative educational program.

Teachers and administrators will be evaluated by the Board (see XIV C). Once a month each Teacher Review Board Member (TR) will make a formal observation based on a set of established guidelines. These guidelines appear as an attachment to the application. Teacher Aides will also receive a formal observation. TRs will then report findings each month to the Governing Board and privately to each instructor. Observations will be tabulated by the TRs to observe trends in instructional efficiency, and year to date tabulations will be also reported to the Governing Board.

All observation reports will become a part of each instructor's permanent personnel file.

Dean

The Dean will be appointed for a term of 2 years. Evaluation of the Dean by the Governing Board will be based on the academic success of the School program, fiscal responsibility, ability to negotiate personnel issues, attendance at Governing Board meetings, and overall management ability.

XIV The internal form of management to be implemented at the Benjamin Franklin Classical Charter School will be a Governing Board and the Dean. They will be entirely responsible for operation of the school. The Governing Board will consist of seven members: five parents of children in the program, one community member at large (who may or may not be a parent) and the Dean. For the first school year, the members will be volunteers. In the second and subsequent years of operation, members will be elected by the remaining Board members and involved members of the founding coalition for a year of service, except for the Dean, who is automatically a member of the Governing Board. The Governing Board will have the right to establish sub-committees at its own discretion.

The Benjamin Franklin Classical Charter School will have a Governing Board, selected as explained in XIV A, above.

Each Governing Board member will have specific duties to the Benjamin Franklin Classical Charter School. The areas of responsibility are, Teacher Review (2 members), Student Advocate (1 member), Discipline (1 member), and Community Building Team (2 members).

Attendance at the Governing Board meetings is mandatory. Missing two consecutive meetings will result in immediate dismissal from the Board. In the event of dismissal or resignation from the Board, volunteers to serve the remainder of the term for any particular seat will be asked to apply. A volunteer will be selected by private vote of the Board from those interested.

The Governing Board will meet at least once a month to discuss School operations and hear reports and updates from each board member, consider and adopt policy, change policy, and consider requests and concerns from parents, students and teachers. All Governing Board members, including the Dean, will have equal weight when voting for changes to school policy and approving

budgets, etc. All actions taken by the Governing Board will require a majority vote. A quorum of 5 is required for voting purposes.

XV Site Selection:

There are at least three sites in the town of Franklin that could serve as natural homes for the Benjamin Franklin Classical Charter School for the first one or two years. The most attractive of these is a 16-classroom grammar school owned by the Archdiocese of Boston that has been vacant (but utilized) for over 15 years. That site has been studied by the town's Classroom Needs Committee and found to be in "excellent condition," although the facility was probably built in the late 1950's- 1960 era. The founding coalition has reason to believe that an accommodation could be arranged wherein the property could be leased for a one or two year period while the charter school actively pursues a more stable site.

The second site that is more intriguing in some ways is a 22 acre site owned by the Digital Equipment Corporation. That site offers more square footage to accommodate a larger enrollment, newer construction, plenty of playing fields, virtually no traffic problems from a safety standpoint, and a host of other features. It is presently vacant while Digital tries to sell it. We believe that an accommodation could be reached with Digital for a temporary home for the Benjamin Franklin Classical Charter School.

As a third alternative, Franklin is fortunate to be the home of Dean Junior College. Dean offers a two year degree program in Elementary Education. We believe that the College may be willing to lease space to the Charter School and work with us to develop a program in which their students gain experience and even academic credit for participation in the charter program.

There are a host of other, less ideal sites in Franklin, which could serve the school for a temporary period. In any event, the founders are committed to a full-time pursuit of a temporary site once the charter has been granted, and to a full-time pursuit of a permanent site once the first school year begins.

BENJAMIN FRANKLIN CLASSICAL CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

1. The purpose of the Committee is to define goals and action plans that meet the needs of the school and take into account state requirements and consider goals and priorities. The goals and improvement plans for the Charter School will be developed utilizing information and input from parents, the community, students, teachers, and others deemed appropriate.
2. The committee's membership shall be representative of the school's community. The committee shall include parents, teachers, students, one governing board member and others deemed appropriate by the committee. The committee membership shall be balanced in terms of:
 - racial and ethnic makeup of school
 - adults who work outside the home and those that do not
 - parents of students representing varying ability levels
 - gender
3. The committee shall meet on a regular basis throughout the school year. Meeting calendars will be determined by the committee within the first two months of school and submitted to the governing board.
4. The committee shall assure that:
 - the community will have appropriate access to the committee
 - meetings shall be open to the public and held in a public place
 - parents can add items to the committee agenda
 - the date, time, and location of meetings will be published and sent home with students
 - meetings will be scheduled at a time when most parents can attend
 - minutes or summaries of each meeting be published in a timely manner in regularly distributed school newsletters and be made available to the public at large
 - Roberts Rules of Order be used at all meetings and that officers be elected each year
 - ongoing subcommittees be appointed to work on such issues as school policies, finance, curriculum, facilities, employee evaluation instruments and other areas deemed appropriate by the accountability committee and the governing board.

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 14th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet must be attached to the application when it is filed.)

Name: Mary Brennan Signature: [Signature] Date: 2/14/94

Address: 137 Summer St City: Franklin State: MA Zip: 02055 Tel: 508-541-113

Name: Timothy J. Casey Signature: [Signature] Date: 2/14/94

Address: 390 Oakland Pkwy City: Franklin State: MA Zip: 02055 Tel: 508-541-8508

Name: Katherine F. Ginnetty Signature: [Signature] Date: 2/14/94

Address: 6 Sunken Meadow Rd City: Franklin State: MA Zip: 02055 Tel: 508-533-7005

Name: Matthew D. Ginnetty Signature: [Signature] Date: 2/14/94

Address: 6 Sunken Meadow Rd City: Franklin State: MA Zip: 02055 Tel: 508-533-7005

Name: _____ Signature: _____ Date: _____

Address: _____ City: _____ State: _____ Zip: _____ Tel: _____

Name: Margaret S. Murphy Signature: [Signature] Date: 2/14/94

Address: 5 Longfellow Dr City: Franklin State: MA Zip: 02055 Tel: 508-522-1111

Name: Robert H. Murphy Signature: [Signature] Date: 2/14/94

Address: 5 Longfellow Dr City: Franklin State: MA Zip: 02055 Tel: 508-522-1111

Name: Andrew J. Wallace Signature: [Signature] Date: 2-14-94

Address: 22 [unclear] City: Franklin State: MA Zip: 02055 Tel: 508-522-1111

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401 Boston, MA, 02108

Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

Benjamin Franklin Classical Charter School

Name of organization/group filing for charter school status

Contact Person Name:	<i>Timothy J. Casey</i>	
Signature:	<i>Timothy J. Casey</i>	Date: <i>2/14/1994</i>
Title:	<i>Principal</i>	
Address:	<i>390 OAKLAND PARKWAY</i>	
City:	<i>FRANKLIN</i>	
State:	<i>MA</i>	
Zip:	<i>02038</i>	
Telephone:	<i>617-849-1800 X4204</i>	
Fax:	<i>617-786-8512</i>	

ATTACHMENT PAGE TO THE APPLICATION
FOR THE BENJAMIN FRANKLIN CLASSICAL CHARTER SCHOOL

FOUNDING COALITION OF PARENTS

DAVID AND MARY BRENNAN, SUMMER STREET, FRANKLIN, MA

TIMOTHY AND JULIE CASEY, OAKLAND PARKWAY, FRANKLIN, MA

MATTHEW AND KATHERINE SINNETT, SUNKEN MEADOW ROAD,
FRANKLIN, MA

BRIAN AND ANNE JOHANSON, 5 CHICKADEE DRIVE, NORFOLK, MA

PAUL AND TAMMY MAHONEY, CORONATION DRIVE, FRANKLIN, MA

ROBERT AND MARGARET MURPHY, LONGFELLOW DRIVE, FRANKLIN, MA

RICHARD AND LAURIE ROBINSON, ONE MEADOWBROOK ROAD,
FRANKLIN, MA

GREGORY AND COLLEEN TOCCI, FRANKLIN, MA

ANDREW AND WINIFRED WALLACE, UNION STREET, FRANKLIN, MA



LIVE WIRE

A publication of the Franklin, MA, School System

Volume III, Number 2

FRANKLIN'S POPULATION BOOM CREATES NEED FOR NEW SCHOOLS AT TWO LEVELS

Franklin's ever increasing population is again creating a challenge for the School Department. Classroom space is now at a premium, with 4 of the 7 facilities exceeding optimum capacity.

Approximately 2-1/2 years ago, when it became apparent the building boom was not coming to a screeching halt in Franklin as it was in other communities, a School Building Needs Committee was formed. The goal of this committee was to try to project how many students the school system would be serving in the next 10 to 12 years, and how to best physically accommodate the anticipated growth. The committee presented its findings and recommendations to town officials and a Classroom Needs Committee has been appointed to further investigate all the options and make a final recommendation to the town.

in the population.

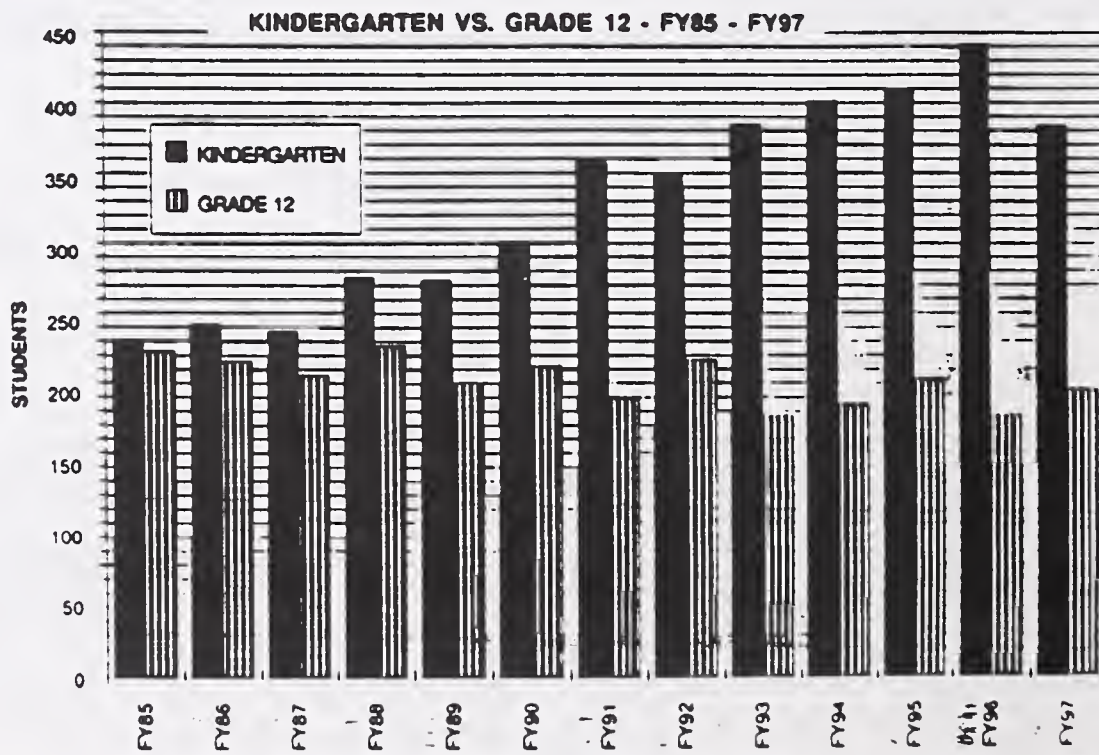
The current school population of approximately 3800 is expected to swell to over 4600 in 1996 and to top 5000 by 2000. These estimates may be somewhat conservative, since the actual increases in the student population since 1986 have exceeded estimates. In 1990, the 8th grade was moved into the High School to alleviate overcrowding at Horace Mann. While this provided a "quick fix", the elementary school population has continued to increase, which affects both space in the elementary schools now and at Horace Mann as these students enter 6th grade. For example, there are 570 6th and 7th graders now, and 700 2nd and 3rd graders who will enter the middle school in 1997, assuming no increase in students in that age group in the next 3 years. This June, approximately

180 students will graduate from Franklin High, and in September, just over 400 kindergarteners will be welcomed into the school system. Three out of the four elementary schools are already utilizing all available space, including closets and cafeterias, for offices and/or classes. State and federal mandated special needs laws have also increased our classroom needs significantly in the last 20 years.

A total of 12 potential solutions were reviewed by the School Building Needs Committee. They include: addition and renovations to Horace Mann, building a new middle or elementary school, reorganizing grades at each level, renting St. Mary's School, and combinations of all the above. Also reviewed was the possibility of purchasing the Digital plant on Washington Street. Cost estimates range from \$6.8 million to \$21.4 million for the op-

Continued on page 3

For residents who have been in town a while, the current scenario is reminiscent of the early 1970's, when the World War II "Baby Boomers" hit school age in full force with 5473 students in 1973. Franklin experienced the nightmare of double sessions for six years before the present high school was built in 1971. These "baby boomers" are now having their own families, and while the average family size is less now (two to three children) than in the 1960's (five or six children per family was not uncommon), it is certainly creating a space problem. New homes and developments continue to be built at a rapid pace through the town, indicating further potential students



tions presented.

The recommendation made to the Classroom Needs Committee is to build a 1,000 student school, consisting of two wings and a central core containing a cafeteria, library and gymnasium at an estimated cost of \$17 million. One wing would house the elementary level, the other wing a middle school. This configuration best accommodates the waves and fluctuations in enrollment at the different grade levels, and provides the most flexibility in the future. This recommendation includes restructuring the grade levels to Kindergarten through Grade 6 at elementary; Grades 7 and 8 at the middle school; and Grades 9 through 12 at the high school. The advantages of this proposal are that it takes care of our anticipated needs through 2002; it eliminates a costly renovation to Horace Mann; it allows the high school to regain Oak Street school as the population demands it; it best accommodates all grade fluctuations; it consists of one building site for maintenance expense; and it is the least expensive long term solution with future benefits. Possible disadvantages may include parental dislike of having kindergarteners through 8th graders on one site, and any future unknown conversion costs.

The town of Mansfield recently opened a two wing/central core facility which was used as a model for this recommendation. School and some town officials have toured this school and agree that it makes the most sense for the people of Franklin.

The Classroom Needs Committee is expected to come up with a final recommendation and follow through with architectural plans, site selection, etc. This process will bring the total construction time to 3 years. In addition, the town could be eligible for 69% reimbursement from the state.

It is hoped that the townspeople will again actively support the education of its children by keeping informed on this issue.

DID YOU KNOW THAT.....

In December, the fourth graders at Kennedy hosted all of the fourth graders in Franklin at a performance entitled "In Quest of Columbus," a musical produced and directed by fourth grade teacher at Kennedy, Mr. Gary Mazzola. Funded by the PCC, the fourth graders from each of the schools were bused to Kennedy where they enjoyed a wonderful performance by their peers, snacked on refreshments provided by parents of fourth graders and even had time to socialize with each other following the show.

The Kennedy PCC recently voted to allocate \$1,000 to buy new books for our school library. Boxes and boxes of beautiful new books were brought in and the books have been organized and are available for use. What a great investment!

KENNEDY'S FIFTH GRADERS PREPARE FOR D.C. TRIP

To commemorate their final year at Kennedy, the fifth graders prepare to embark on the traditional bus trip to Washington, D.C., during April vacation. The four day, 3 night trip, attended by 95% of the students, principal Mr. Michael Konosky, 5th grade teacher Mr. Kenneth Wood (who began this tradition eight years ago as a field trip to correlate with the 5th grade curriculum of United States government), several teachers and many parents, begins with a stop for lunch at the Statue of Liberty. In Washington, they are given a guided tour of the White House, U.S. Capitol, Smithsonian Museum as well as the Washington, Lincoln and Jefferson Monuments. The trip home includes a stop in Philadelphia where they observe the Liberty Bell. A wonderful time is enjoyed by all, and when they arrive back at school, Mr. Wood, to whom a tremendous amount of credit goes for the continued success of this trip, starts planning all over again for the next class of fifth graders at Kennedy.



THE LIVE WIRE STAFF

Editor: Jocelyne Rapko

Secretary: Judy McDonald

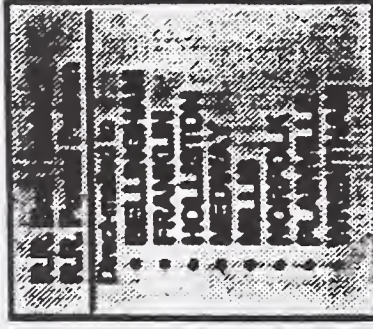
Correspondents: Heidi Davis and Anne Arpin, Brick/Davis Thayer Schools; Cheryl O'Donnell, Kennedy School; Cecilia Mancini, Oak Street School; Joyce Malmgren and Betsy Otenti, Parmenter School; Sharon Jackson and Carl Ristaino, Horace Mann Middle School; Mary Moran, Franklin High School

Layout and Design: Frank Ettenhofer

The Live Wire is a publication of the Franklin School System. Funds for the production and distribution of this newsletter are donated by the Superintendent's Parent Council, by the Parents Communications Councils in Franklin schools, and through solicited advertising.

Comments about this issue or suggestions for future issues may be sent to: Mrs. Dorothy A. Swanbeck, Superintendent of Schools, 130 Oak Street, Franklin, MA 02038. The Franklin School System is an Equal Opportunity Employer.

THE COUNTRY GAZETTE



Vol. 12 No. 6 - August 4, 1993

Norfolk Newspaper Company

36 Pages

INSIDE

Business is reborn in Medway

New faces are flock-
ing to Route 109.
Page 4

Try Our Town Hall Primer

Here's everything
you ever wanted to
know about Norfolk
government. **Page 6**

Father and

Franklin tops state in building permits

For this boomtown,
recession stops here

By Fiona Molloy

Staff Writer

FRANKLIN - The town is filled with the sights and sounds of unprecedented growth as houses continue to spring up and industrial parks slowly but surely begin to fill.

While many area towns experienced a slowdown in new housing starts over the past few

years, Franklin has steadily expanded its stock of single-family homes, and builders continue to bring their plans for new subdivisions to the twice-monthly Planning Board meetings.

From July 1992 to June 1993, 262 new building permits were granted, a 10 percent increase over the previous year. Last November, says building commissioner Allan Fraser, Franklin overtook Shrewsbury

as the fastest growing community in the state, with the highest number of new building permits issued. In fact, 20 percent of the new building permits approved in Norfolk County are in Franklin.

Location, location, location "There's a tremendous amount of growth," said Fraser. "It's the old real estate cliché, location, location, location."

The town's proximity to Interstate 495, easy access by com-

muter train to Boston, decent schools and good shopping, entertainment and other services all contribute to the town's popularity with families, builders and businesses. Fraser also notes there is plenty of good buildable land, little or no problems with septic systems in areas where sewer is not available and competitive land and house prices.

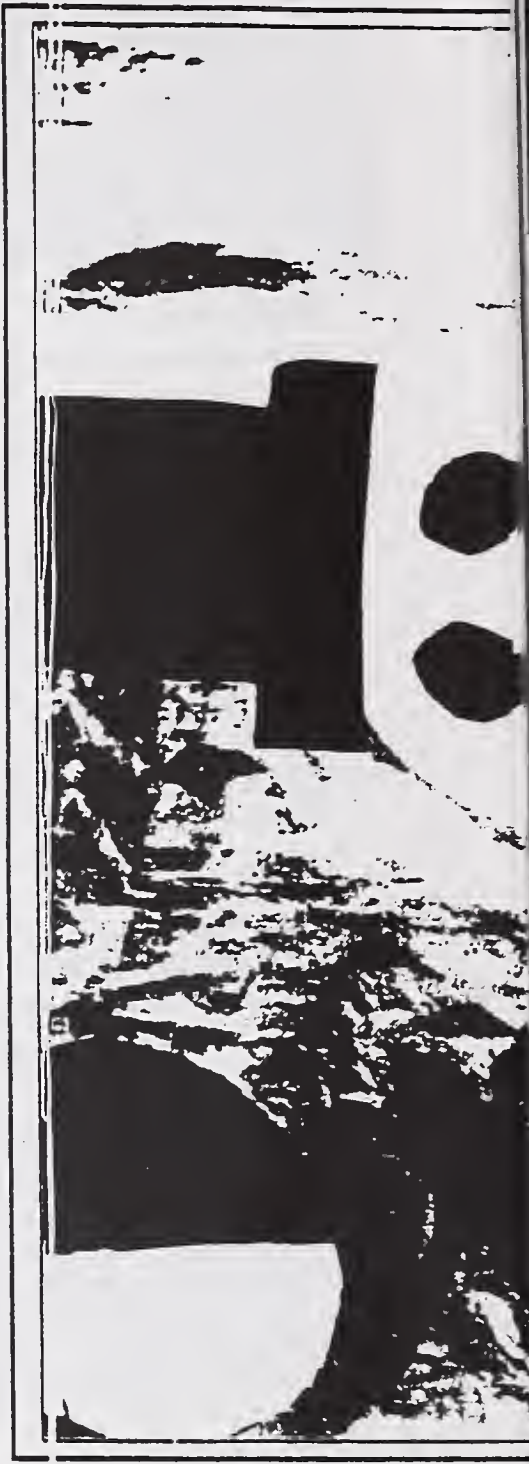
"It's country living with a city

continued to BUILDING on page 14

New Corps of police chiefs is coming

Officials foresee no
problems in change

By Heather A. Swalls
Staff Writer



Attachment to Benjamin
Franklin Classical Charter
School Application

Building

continued from page 1

perspective," said town administrator Wolfgang Bauer. "People get the sense that Franklin is moving ahead."

Bauer notes that residential building permits are not the entire story. He estimates there are an additional 1,000 approved lots that have not yet been submitted for inspection.

And subdivisions continue to be proposed, with at least one or two new submissions to the Planning Board each month, according to Krista Andry of the Regional Planning Services Office.

"In comparison to other area towns, Franklin is growing a lot more," said Andry, whose office also works with the Norfolk and Wrentham planning boards.

Commercial market is back

Commercial growth is also slowly rebounding from the late 1980s lull, with several new tenants in both Forge Park and Franklin Industrial Park. A new 260,000-square-foot warehouse for Circuit City has been built in Park Development Corp.'s Franklin Industrial Park, and at National Development of New England's Forge Park, Van Leer Metallized Products recently completed a new \$25 million factory after looking at locations

in four or five different states.

"We've added 300,000 square feet of manufacturing space," said National Development senior vice president Ted Tye. "That's tremendous growth."

Tye also cites the town's location, available infrastructure and appropriate regulations as factors in business' decision to locate here. While conceding the commercial market is still slow, Tye expects another surge in growth when existing available buildings disappear from the marketplace.

Demand on services

While growth is sometimes considered desirable, adding money to the town's available funds, it also brings an increase in the demand for services.

The Town Council spent two months this spring discussing its goals. Again and again, with schools, police, fire and water, growth and increasing demands for services was a pressing issue.

Bauer points out that during the budget hearings, the council added police personnel and shifted funds to add firefighters. "The council addressed growth through the budget," said Bauer. "They found out there wasn't enough money to do all the things they wanted to do."

The council has also voted to

set fees for elective services at actual cost of the service, hoping to reduce the tax rate subsidy about \$600,000 a year.

Increased demand for services is not confined to the municipal side of the budget. The school department expects at least additional students in September and is grappling with building a new school to handle increase in elementary and middle school-age children.

Fraser notes that a single family home will bring in about \$2,500 in taxes, but if there are children, it costs the town \$4,500 to educate them.

"Given the current method of taxation and fees, unless commercial development keeps pace, the schools will consume the town," said Fraser.

When it completes its subdivision status listing, the Regional Planning Services Office will begin, with the help of a consultant, to examine techniques for dealing with growth and its impact on town services, said Andry.

Few, if any officials, foresee a slowdown in residential growth any time in the near future, as long as commercial growth keeps pace with residential, said Fraser, the town will be in good shape. But he is convinced that eventually the town will have to find alternate funding methods for infrastructure and pressure will increase on regional services.

"I don't see it stopping," said Bauer.

Planning Board vacancy in Millis

MILLIS - The Board of Selectmen has scheduled a joint meeting with the Planning Board for 8:30 p.m. Monday, Aug. 30 in the Selectmen's Office at the Town Hall for the purpose of electing a registered voter of the town of Millis to fill a vacancy on the Planning Board. This meeting is in accordance with the provisions



and Cody Policastro, who were promised a visit to the dog for the veterinarian. Lisa, left, and friend Lisa are cold stuff which, as far as much better than the standard human doctors' offices. (ails)



ATTENTION

Millis Country Store
has changed its Name!
to

THE DISCOUNT HARDWOOD FURNITURE STORE

Featuring all new furniture, many styles, built from cherry, oak, ash, maple, birch, and pine wood. Choose from traditional, shaker, colonial, contemporary, country, and victorian styles.

We carry formal dining, country dining, computer desks, student desks, bedroom sets, entertainment centers, TV stands, bookcases, occasional tables, armoires, chairs, rockers, stools, and much more! Stop by and check out our everyday



OFFICE OF
Superintendent of Schools

OAK STREET
FRANKLIN, MASSACHUSETTS 02038
TEL. (508) 528-5600

DOROTHY A. SWANBECK
SUPERINTENDENT

FRANK X. O'REGAN, JR.
ASSISTANT SUPERINTENDENT

PAUL A. LIVINGSTON
DIRECTOR OF ADMINISTRATIVE SERVICES

MEMORANDUM

To: School Building Needs Committee
From: Dorothy Swanbeck, Superintendent
Date: September 28, 1992
Subject: Information - September 29, 1992 Meeting

At the last meeting, committee members requested information on a variety of topics. Attached is the following information.

1. Enrollment by grade and school as of September 14, 1992. During FY93 budget development, the total school population was predicted to be 3780 for the 92-93 school year. As you can see, the school population is now at 3808 students.
2. Six year enrollment data verifies the fact that Franklin has had a continuous steady growth of at least 100 students per year. Communities with the greatest growth are adjacent to I-495.
3. A comparison of the current enrollment and building capacity shows that Kennedy and Davis Thayer are fast reaching capacity and Parmenter is close behind. A review of the maximum number of seats per room indicates an absolute limit of 28 students per room. To schedule students on this basis would be very risky since we have seen overloads in certain classes because of in-migration.
4. A review of the present grade organization structure and projected enrollment indicates the year(s) the school population will exceed building capacity.
5. Based on the April '91 report, the school system will need at least 28 class rooms. St. Mary's School has only sixteen (16) class rooms.

For the least expensive rental of space, we would rent 14 classrooms at St. Mary's at \$7,000 a piece or \$98,000 per year. The remaining classes would be portables at a cost of \$21,000 per classroom or \$294,000 per year. The total expenditure would be \$392,000 per year.

The worse case rental scenario would be all portables at \$588,00 per year.

6. Additional short term strategies will have to be implemented soon. These strategies may include:

- a. Reassigning classes to Oak Street
- b. Reassigning some Grade 5 classes to Horace Mann
- c. Negotiating a rental lease for St. Mary's School
- d. Rental of portable classrooms
- e. Negotiating a rental lease with Tri-County

In the final analysis, all strategies are "Band aid fixes". There is no question that this school system will be in dire need of additional classrooms by September 1996 at the latest.

SIX YEAR
ENROLLMENT DATA
1986 TO 1992

	10/86	10/87	10/88	10/89	10/90	10/91	9/92	DIFF	
ATTLEBORO	5470	5519	5496	5604	5551	5854	6100	-630	12%
BELLINGHAM	2457	2420	2330	2265	2187	2308	2251	-195	-2%
CANTON H	2618	2548	2485	2456	2516	2547	2585	- 33	-1%
EASTON H	3311	3324	3273	3298	3258	3293	3388	+ 77	2%
FOXBORO H	2507	2445	2397	2340	2345	2400	2430	- 77	-3%
FRANKLIN H	3185	3262	3288	3386	3527	3672	3808	+623	20%
HOPEDALE	784	843	911	885	926	877	898	+114	15%
HOPKINTON	1390	1414	1419	1425	1514	1549	1569	+179	13%
KING PHILIP H	1546	1542	1418	1403	1356	1402	1431	-115	-7%
NORFOLK	708	747	821	866	932	944	982	+274	39%
PLAINVILLE	503	515	576	571	579	591	609	+106	21%
WRENTHAM	785	798	845	888	916	934	961	+176	22%
TOTAL	3542	3602	3660	3728	3783	3866	3983	+441	12%
MANSFIELD H	2533	2495	2558	2632	2666	2889	3029	+496	20%
MEDFIELD	1843	1803	1767	1793	1818	1854	1971	+128	7%
MEDWAY	1790	1772	1757	1748	1772	1837	1933	+143	8%
MILLIS	1133	1114	1100	1090	1031	1080	1129	- 4	0%
NATICK	4016	3869	3768	3600	3541	3555	3580	-436	-11%
N. ATTLEBORO H	3653	3541	3499	3509	3586	3721	3810	+157	4%
NORWOOD	3545	3293	3465	3341	3301	3446	3428	-117	-3%
SHARON H	2637	2644	2660	2653	2640	2713	2796	+159	6%
STOUGHTON H	4103	4070	4028	3942	3898	3874	3917	-186	-5%

LETTER OF SUPPORT

We believe that there is a need for a charter school that incorporates a core curriculum of subjects to insure a thorough background of knowledge and a thirst for learning which will endure throughout one's life.

We believe that universal character traits and service to the community build the self-esteem that is necessary for children to develop healthy minds in healthy bodies. We believe that emotionally, physically, mentally healthy children grow up to be mature adults who can manage their own lives, continue to grow in all areas, and share their wellness with others.

We support the parents who are applying for a core curriculum charter school in Franklin, Massachusetts.

The Wise Old Owl
Educational Toys & Gifts

456 West Central Street (Rt. 140)

Franklin Square

Franklin, MA 02038

508-541-8616

Maria P. Fiedra

MARIA P. FIEDRA

FRANKLIN PUBLIC LIBRARY

AMERICA'S FIRST PUBLIC LIBRARY

Main Street
Franklin, Massachusetts 02038-1992



Mary L. Chute
Director

TEL. (508) 520-4940
FAX (508) 520-4943
Literacy (508) 520-4942

To whom it may concern:

As an educational resource serving our community, the staff of the Franklin Public Library is aware of the rapid growth and increasing diversity of the town and its growing educational needs. We feel that the Charter School would be an appropriate and welcome addition to our changing educational system.

Sincerely,

Mary Chute
Director
Franklin Public Library



Town of Franklin Human Services Department

FRANKLIN MUNICIPAL BUILDING
150 EMMONS STREET
FRANKLIN, MASSACHUSETTS 02038

Telephone (508) 520-4909
528-7900

February 11, 1994

Director of Human Services
MICHAEL D. JONES M.O.P.

Human Services Coordinator
JAY S. COHEN MSW, LCSW

Council on Aging
SENIOR CENTER
30 West Central Street
Meal Reservations
520-4345

Program Director
CAROL LARUE

SENIOR TRANSPORTATION
520-4309

Peg Murphy
Ben Franklin Classical Charter School
5 Longfellow Drive
Franklin, MA 02038

Dear Ms. Murphy:

I am writing in support of your application to establish a Charter School to serve the Franklin community.

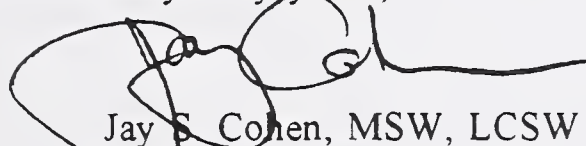
After discussing with you your concepts for a Charter School based on a conceptual framework of "Core Knowledge", self esteem/character building and community service sequences, I believe that your project would be of great benefit to Franklin and surrounding communities.

I am also a strong believer in the benefits of experiential learning for students and feel that essential personal growth and internalization of knowledge is achieved from learning to help others. I also believe that special support and educational conditions must accompany such a learning style. Many universities, colleges and high schools, including Dean College in Franklin, are adding experiential or "Service Learning" components to their curriculums. These same concepts should start with students at a more developmental age so that youths grow with the idea of using their education and skills to serve and improve humankind. I applaud your integrating this style of learning directly into your core curriculum.

As a social worker, I see many youths who are having a difficult time negotiating the public school system due to home, personal, social or other difficulties. While the Franklin School System provides an excellent education for most students, there are a number of students (and families) for whom an alternative educational approach would be of great benefit.

I look forward to the continued development of your Charter School application and to working closely with you once the project has been initiated.

Very truly yours,



Jay S. Cohen, MSW, LCSW
Human Services Coordinator

SAMPLE

BENJAMIN FRANKLIN CLASSICAL CHARTER SCHOOL
LETTER OF SUPPORT

"I support the idea of Charter Schools because:

- I would like to explore any option to the current education system.
- I think the public education system could do a better job.
- I think the public education system is doing a poor job.
- I want direct input on my child(ren)'s learning experience.
- I think teachers and administrators should be held personally accountable for their work performance.
- I feel my child(ren) could learn more than they are now.
- I would prefer an education choice to paying private school tuition.
- I feel that public education is my right, so I should get a quality product. But the current system is not responding to my needs.

My current concern stems from the fact that:

- I am a resident of Franklin or a nearby town ()
 - I am a homeowner in my town.
 - My child(ren) are/have/will attend(ed)(ing) public schools.
 - My child(ren) are/have/will attend(ed)(ing) private schools.
- My children are graduated,
-- but I would have liked an alternative educational choice for them
-- and I utilized a private school to meet my needs.

If I were able to influence directly the things and the way my child(ren) is (are) being taught,

- I would become more involved in school activities.
- I would volunteer my time and talents.
- I would not become more involved or volunteer my time or talents.

If I had the choice to place my child(ren) in an alternative environment which stressed academics, discipline, self-esteem, and instructional efficiency at no cost to my family, I would:

_____ enroll now ☒ find out more _____ not consider it

Name: Helene R. Jasmin

Address: 131 LONGHILL RD.

City: FRANKLIN State: MA

Zip: 02038

Optional phone number:

508-528-6824

18 Longfellow Drive
Franklin, MA 02038

February 12, 1994

Secretary, Department of Education
Executive Office of Education
1 Ashburton Place
Room 1401
Boston, MA 02108

Dear Mr. Secretary,

We would like to offer our overwhelming support for the proposed Ben Franklin Classical Charter School to be founded in Franklin, Massachusetts. In talking with the enthusiastic people seeking to establish the school, it is obvious to us how beneficial this school would be to the community. The school will offer to all of its students a wonderful "core of knowledge" which will help propel them into the 21st Century. We feel that the "classical" approach will help to build a good foundation for the students, the future leaders of the world.

The founders of this school are seeking to mesh all aspects of an excellent education, and we feel their proposal is a sound one. They have identified the need for a more "classical" education as well as a need to teach problem solving and character building. We feel that this approach sounds like a natural extension of the public school system. By affecting an evolutionary rather than revolutionary change, we think this school can lead the way for the public schools, providing an example which can have a positive effect on the rest of public education.

In closing, we wish to emphasize our wholehearted support for the Ben Franklin Classical Charter School, and we strongly urge you to approve the proposal for this school.

Sincerely,

Barbara Tayne Gerlits
David W. Gerlits

Barbara Tayne Gerlits
David William Gerlits

7043 009